



To: Board of Education
Re: Third Quarter Data
Date: May 3, 2016
From: Stephanie Falls

The following is a narrative regarding the quarterly attendance data for the Intermediate School.

Attendance

The Intermediate School attendance has been fairly consistent this quarter. While our numbers of students with perfect attendance has dropped, our percentage for students in the attendance range of 90-99% has risen substantially. We will continue to work with the few families of students with chronic absences. One specific student has turned around her attendance this quarter and missed only one day for medical appointments.

Thank you for your continued support.

To: Board of Education
Re: Third Quarter Data
Date: May 10, 2016
From: James McGory

The following is an analysis of the third quarter data for K-2 students. You have been provided with only the attendance data for the Elementary School.

Attendance

Historically attendance rates decline during the winter months and into early spring. Perfect attendance by our students dropped almost 10%. I am encouraged however that 63% of our students did attend 90%-99% of the time during quarter 3. Illness in students at the elementary level does historically increase during the winter and spring months. On many of occasions students would come to school in the morning only to be sent home with a fever. I will reiterate that our new attendance policy has been effective in bringing more awareness to parents about the importance of their children attending school on a regular basis.

TO: Homer Central School Board of Education Members
FROM: Thomas M. Turck
DATE: May 4, 2016
RE: 2015-16 Third Quarter Data Summary

This memo is meant to give some perspective to the Homer Junior High quarterly data provided for you in this week's Board of Education packet. I welcome any feedback that you have that will help this document to be as informative as possible.

Attendance

We continue to track student attendance, by team, on a weekly basis. Teacher teams are helping to address the issue of attendance by reaching out to families by telephone. We continue to track and communicate with families from the guidance and main offices by letter, telephone and in-person conferences. We have focused a great deal of attention on attendance this year and have seen positive improvement as a result. Overall, year to date we have 92% of our student body with attendance between 90 and 100%.

In reference to the "at risk" population, we have increased the number of educational neglect and PINS diversion referrals for those chronically absent or tardy to school. With the additional efforts of the agencies assigned to helping support those families, we hope to see a more regular school attendance for the children.

Once again this year, state exams played a role in hurting overall attendance during this quarter. During the two week testing period, we had a number of students staying home for the duration of the six testing periods, with many coming to school late after the announced ending of each day's testing time. This caused a great deal of missed instruction and interruption in the classroom when students came in late.

Math Module Assessments

In math, student performance attainment of level 3 or 4 was mixed. In grade six, 57.8% of students scored at that level in quarter one while in quarter two 58.1 % of our students scored in one of those two categories and finally in quarter three 50.6%. In grade seven, the percentage has remained relatively constant going from 57.6% to 57.3% to 54.6% and in grade eight, a see saw move from 30.6 to 28.4% to 28.9%.

Grades and Class Averages for Junior High Classes

Students, by and large, perform well at the Junior High in their classes. A look, each year, at the end of year awards ceremony will demonstrate this when those students with high averages are called onstage.

Students in our advanced level courses (Studio in Art, Advanced Math 7, Algebra Regents 8, Earth Science) are performing well as you would expect. Students who tend to falter at the Junior High struggle with an adequate preparation both in studying for tests and quizzes and homework completion.

Our homework pilot continues through the spring. Data collection is now being undertaken by those teachers taking part in the pilot. Both a parent and student survey is going out to the community on May 9th. We will share the survey feedback as well as the data collected with faculty later this spring as we build toward the end goal of developing a consistent building homework policy for the 2016-17 school year.

MEMO

To: Superintendent Ruscio
From: Mr. Van Etten
Date: 6 May 2016
Regarding: Third Quarter Data Observations and Discussion

I have reviewed information from the quarterly data report. In doing this, I have included some areas for discussion.

Attendance

Attendance data for the high school shows trends similar to prior years. It can be noted that the number of students with perfect attendance for the year has decreased and subsequently students with attendance from 90-99% has increased. Notable is that the number of students absent greater than 85% has decreased by a percentage point quarter 2 to quarter 3. While this seems like a small change, it is the result of a great deal of work on the part of students, parents and staff to address the causes of chronic absenteeism.

Advanced Placement Exams

As mentioned at a previous board meeting, the number of advanced placement exams has increased from a low of 65 exams by 56 students (2009) to 166 exams by 118 individual students. Work by counseling staff and teachers to encourage students has caused this increase. Additional data notes the subject areas that have grown over the past several years along with information on gender, students with IEPs, and number of fee waivers used. We look forward to sharing the results after they are returned by the College Board in July.

Course Average Information

Information has been collected and summarized for course averages. In looking at data for trends, there are areas where additional discussions on student success will occur. In looking at a comparison of course averages from quarter 3 in 2015 to this year, some observations include:

- Continued increase in CTE/Technology classes in year 2 of implementation. This continues the trend that has been noted in prior quarters this year.
- Lower averages in Algebra, Earth Science, English and Global at grade 9. An increased number of students 0-64% is noted this year when compared to the same quarter last year.

In planning for next year, discussions for scheduling have included planning for a Math and Social Studies teacher in the AIS/Learning Lab each period of the day to improve support for AIS students struggling in these areas. This would also provide a Math and Social Studies teacher each period to encourage students who may want to visit the learning lab during other times for support. In the past, students have used the Learning Lab in this capacity.

Thank you